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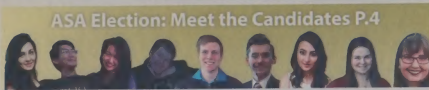


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the Daglightale

Augustana's Student Newspaper February 24, 2016

Drama Presents Footloose

Performance scheduled for March 9-20. More photos: P.8.



Photo: Cassie Bruchman/Daglightale

Removal of Café Tip Jar Raises Questions

Students question committee decision to remove tip jar from cafe counter.

Eric Steele
Staff Writer

left many Café workers disappointed.

A decision made in December 2015 to remove the Augustana Café's tip jar from the counter has raised questions among students. Many students are curious as to why the jar was removed and whether or not the café is still accepting tips.

"In any Café there is a tip jar," said Terrance Bexson, a Café worker. "Our tips have dramatically decreased because it's not readily available.... There is extra work for the staff just to explain to customers why there isn't a jar."

The decision to remove the

The removal of the tip jar has

Continued on page 8

CANDIDATES FORUM 16/17
FEB 29, 2016

ASA
AUGUSTANA STUDENTS' ASSOCIATION

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The territory on which the Augustana Campus of the University of Alberta is located is a traditional meeting ground, and home to the Cree, Blackfoot, and Métis, as it did for the Nakoda, Tsu Tsa, Chipewyan, and other Indigenous peoples.

The spiritual and practical relationships to the land create a rich heritage for our life as a community.

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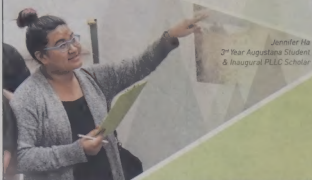
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FROM THE EDITOR

Participation Grades Miss the Point

There are plenty of opportunities at Augustana for students that look for them.



Cameron Raynor
Editor-in-Chief

Students, please raise your hand if you've taken a class with a participation mark. Whether it's recorded as class participation or simply attendance participation marks seem to be more popular than ever at Augustana. I have no doubt they're well intentioned, but in my experience participation marks are both unfair and ineffective.

Marking participation shifts priorities in a way that corrupts the focus of education. Attendance grades place value on the process of learning, not the results or competence of students. Anyone can show up for class and sign an attendance sheet, but showing up on its own isn't making anyone an expert in their field.

Marking class participation is a challenge to begin with. At Augustana, it's typically done in one of two ways: Either a grade is assigned by the professor based on how much the student participates in class, or attendance is taken and marks are doctored for missing class. Both methods are problematic.

When instructors choose to mark students based on their engagement, they miss the diversity of approaches students take and insert their own prejudices into marking. Students that prefer not to ask questions in the moment or don't feel comfortable subject-

ing their thoughts to the court of public opinion are unfairly penalized. These students may fully grasp the content, but that isn't what's graded.

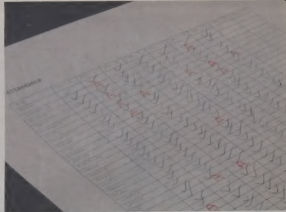
What's even more concerning is that participation grades introduce the chance for students to be discriminated against based on their sex or appearance. Outside of academia, symphony orchestras have moved to blind auditions when hiring musicians. Blind auditions prevent juries from accessing anything other than the sound of the musician's music—underlying biases toward race or sex can't come into play.

The results have been staggering. Orchestras that use blind auditions are 30% more likely to hire female musicians. I'm sure the selection committees didn't think they were making biased assessments, but the study results suggest otherwise. It's naive for universities to think underlying biases aren't shaping participation grades that are subjectively awarded.

If discrimination is a concern, attendance grades may seem like a good alternative. But attendance grades inappropriately shift the focus away from creating engaging courses.

If students don't find it worthwhile to show up, adding an attendance mark doesn't fix the problem. Attendance marks penalize students for not showing up, but don't address why students aren't showing up to begin with.

The fact that instructors find it necessary to assign an attendance grade to get student to even show up says a lot about the quality of learning that's going



on in class. I've had some amazing classes that I'd never miss, yet these classes didn't have attendance grades. On the other hand, there are some classes that feel like a complete waste of time where the only reason I show up is for the attendance grade—and to use the class time to catch up on sleep.

Attendance grades act as an easy out for professors who don't teach effectively. It's easy for a prof to say "of course students are encouraged to engage, it's in the syllabus." However, there's a huge difference between a class that's graded on engagement and a class that's actually engaging. Without participation grades, professors are forced to rely on their teaching to engage students—teaching that should be engaging to begin with.

When students don't ask questions, it's because they don't care. Sure, they may want the grades enough to ask questions if they get marks for it, but it doesn't make them care beyond that. All of the truly great in-

structors I've learned from present their material in a way that makes it interesting. These instructors get students talking and asking questions—questions students don't get marks for asking.

On the surface, participation grades make sense. Students who engage with course material are rewarded for their effort. Participation marks, in theory, encourage a better learning environment with higher attendance and more engagement. Certainly, study after study show a strong correlation between showing up for class and getting better grades—and I'm sure professors who use participation marks have good intentions.

In reality, however, participation grades do little more than shift the responsibility to create engagement from instructors to students. As a campus that prides itself on exceptional teaching, Augustana should aim to create great learning experiences, not a culture that rewards complacency.

Depression Support Group Available to Students

Student requested initiative offers community support to students dealing with depression.

Allison Ikenouye
Senior Staff Writer

The Depression Support Group welcomes students who are grappling with depression to join together in a safe space in order to share their experiences and to gain coping tools and techniques.

After a successful inaugural year, the Depression Support Group has returned to Augustana. The first meeting was held on Feb. 8, but students are still welcome to join. The sessions will run until March 21. The sessions are held every Monday in the Counseling Centre from 6-7 p.m.

Augustana's Student Engagement Coordinator Angela Chytracsek is at the forefront of the initiative. Both Chytracsek and a counselor from Alberta Health Services collaborate to lead the support group.

The support group was created last year at the request of students and continues to be supported by Augustana students. According to student mental health advocate Rachel Burkinshaw-Zelko, "Mental health initiatives shouldn't focus on mental disabilities, but overall mental illness."

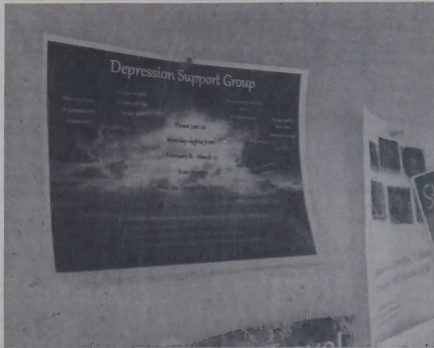
Burkinshaw-Zelko said the specialized support and encouragement that the Depression Support Group offers is important. However, Burkinshaw-Zelko also said that a support group isn't a sustainable solution for depression on its own. There is often a lack of funding for such initiatives and the group leader is a volunteer with limited time available.

Ultimately, Burkinshaw-Zelko hopes that eventually

The support group was created last year at the request of students and continues to be shaped by Augustana students.

ly the support group will be just one of many resources available to students. She hopes that services on campus will proactively enhance student mental health, rather than simply manage mental disability.

Carmen Person, a counselor at Augustana, also emphasized a holistic assessment of student wellness. Person explained the relationship between personal counseling to attending a support group as, "a fluid one, in that the focus moves from the person-



al to a community connected experience."

The personal connections that can be formed through the support group foster a sense of support and community. This experience may also enable students to consider personal coun-

seling and pursue the healing of deeper psychological troubles. Both Carmen Person and Nola Sharp are available to students in the Personal Counseling Centre.

According to Person, the Depression Support Group is one of many resources available to stu-

dents that are, "wellness initiatives, and invitations to consider our wellness as a priority."

For more information about the Depression Support Group, please contact Angela Chytracsek at angela.chytracsek@ualberta.ca or (780) 679-1113.

First Satellite Made in Alberta by Students Set to Blast Off This Summer

Jamie Sarkonak
The Gateway

EDMONTON — Students in North Campus' science and engineering labs are testing the University of Alberta's first satellite to ensure its survival in space. In the summer, the foot-long satellite will leave Alberta for Earth's orbit at an altitude of 400 km.

The Experimental Albertan #1 (ExAlta-1) is a project within AlbertaSat, the U of A's CubeSat design group. Formed in 2010 as a competitor in the Canadian Satellite Design Challenge, the group started out as a "handful" of students. Membership has since grown to 50 students and are working on design, technology, funding, building, testing and finally executing ExAlta-1's mission.

Made of three 10-cm cube units, ExAlta-1 is a small CubeSat, which measure space weather in the Earth's atmosphere. The nanosatellite will record electron temperature and density of plasma, planetary magnetic fields and levels of radiation in Earth's thermosphere. Measuring these are a Langmuir probe, a magnetometer and a radiation dosimeter, respectively.

As part of a larger mission, the QB50 mission, ExAlta-1 will enter space with 49 other CubeSats, made by teams around

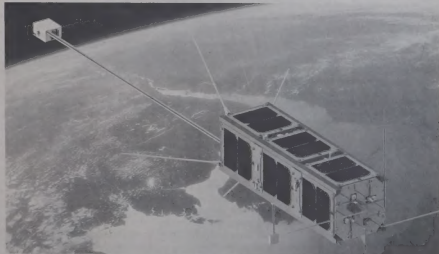
the world. Coordinated by the von Karman Institute of Fluid Dynamics in Belgium, the mission will use CubeSats as a network for multi-point measurements. Individually, CubeSats can't gather a large dataset, but multiple CubeSats with the same instrumentation can spread out to allow for broader data collection, Nokes said.

"Because of the advances of miniaturization, there's a lot of things that you can pack into something the size of a loaf of bread," he said.

Those working on ExAlta-1 will also have the opportunity of watching the launch in-person, which will likely be in the United States in July, Nokes said. An event for livestreaming the launch for students of the U of A is currently being planned as well.

After launch in the summer, ExAlta-1 and its companions on the QB50 mission will arrive at the International Space Station and await deployment. They'll likely be released into space by the astronauts on the space station a few months later, Nokes said.

"The astronauts will put them on a table that goes outside the International Space Station and



then they just get plopped out one-by-one," he said. "Kind of

Those experiential, interdisciplinary opportunities are important in developing students looking to enter the growing Canadian aerospace industry.

like a PEZ dispenser."

After functioning for about a year and a half, ExAlta-1 will

re-enter Earth's atmosphere and burn up, while gathering data in the process.

The U of A has been building its aerospace presence since 2004, when it approved the Institute for Space Science, Exploration and Technology (ISSET), Ian Mann, Professor in the Department of Physics and lead academic advisor of AlbertaSat, said.

ISSET bridges scientists and engineers to investigate space and develop technologies that can endure its harsh environment. It's mainly a research institute, but it also supports student initiatives such as AlbertaSat and

the ExAlta-1 project. Those experiential, interdisciplinary opportunities are important in developing students looking to enter the growing Canadian aerospace industry, Mann said.

"Before the AlbertaSat project, if you asked one of the students on campus if it was possible to be involved in building a spacecraft and sending it to space, most would have just kind of laughed at you," Mann said. "They'd have said ... it's a NASA thing, in a northern city like Edmonton there's no chance of being involved in a space program. That's absolutely not true."

Introducing the ASA Spring Election Candidates

Nine students are running for five Augustana Students' Association executive positions this Spring.

By Eric Steele
Staff Writer

Nine students are running for office in the upcoming Augustana Students' Association (ASA) election. Campaigning began Feb. 22 and runs until March 3. A candidates' forum is planned for Feb. 29 in the Wahohtowin Lodge and students cast their ballots on March 2 and 3.

Here's a look at the candidates running in this Spring's ASA election:

President

Ben Curry

Curry is running for President as he feels he is most capable in leading a collaborative team to work proficiently to meet the needs of the student body.

If elected, Curry wants to increase collaboration among the different ASA committees to evenly distribute the work and become more time efficient. He also wants to review the different ASA positions to see if they adequately represent their specified demographics.

Curry wants to work with the Dagligtale to create a fully independent news source.

Curry also wants to focus on mental health among Augustana students. He wants to bring more support to people who need help by working with the counsellors. In addition, Curry wants to discuss with North Campus about bringing a sexual harassment counsellor to Augustana.

Justin Draper

Draper is running for President because he is committed to making a difference at Augustana by building on his previous experience as a first-year representative, Vice President Academic and a resident assistant.

Draper's platform includes improving events and student services, and updating the ASA internally. To improve events, Draper plans to create more funding for both club and ASA events.

If elected, Draper plans to work with the cafeteria to create different meal plans. The meal plans would include a variety of options so on-campus students wouldn't have to pay for all three meals and off-campus students could purchase a meal plan. The meal plans would also add evening meals that take place after dinner.

Draper would also continue the evaluation of ASA policy and bylaws, and draw more attention towards getting students involved with the ASA.

Justin Reinke

Reinke is running for President to give back to the Augustana community. Because of his past experience as President of

the Augustana Queers and Allies (AQUA) club and being part of the Peter Loughheed Leadership College, Reinke believes he is best suited to be the next ASA President.

If elected, Reinke plans to engage students through social media and alternative means to let students know what their representatives are doing. In addition, Reinke wants to increase support to student clubs and support collaborative work between clubs.

Finally, Reinke plans to work with the Dagligtale to create a fully independent student news source. Throughout his campaign, Reinke plans to engage with students to create additional goals that address student's needs.

Vice President Academic

Hope McDonald

McDonald's goal for the Vice President Academic position is to uphold an environment of academic excellence and innovation by advocating on behalf of students. This includes ensuring the student body is aware of internal and external affairs within Augustana and the north campus.

If elected, McDonald wants to prepare Augustana for the transition to the new 3/1/1 academic calendar, which is scheduled to be implemented in the 2017/2018 academic year. Preparing students would include widespread communication about process for a smooth transition period. For example, information sessions and trial run days, where students learn how aspects of the classroom and learning environment will change.

McDonald would address the many concerns that Augustana students face by drawing on her past experience as a campus ambassador, executive for the Sociology Club and member of both ASA Student Council and Campus Recreation Council.

Cassandra Olsen

Olsen is running for Vice President Academic because she sees there have been recurring concerns towards students that have not been addressed. These include concerns about student interactions with businesses and confusion in choosing the right classes for a degree.

If elected, Olsen plans to maintain a strong, mutually beneficial relationship with local businesses and community members while working with the Vice President Finance to increase student discounts and strengthen relationships with the community.

Olsen plans to work with the Learning, Advising and Beyond Office and the academic departments to create an individualized graduation roadmap for each student coming to Augustana.

Olsen also plans to look into



From left-right, top-bottom: Christine Tran, Cassandra Olsen, Hope McDonald, Justin Reinke, Ben Curry, Justin Draper, Danisha Suchak, Emil Yim and Zarmina Shir-Mohammad.

reevaluating the campus alcohol policy, and look into alternative meal plan and food options for both on and off campus students.

Vice President Communications

Zarmina Shir

Shir is running for Vice President Communications to voice students' opinions regarding the ASA. Shir wants to advocate for mental health and wants to expand projects regarding mental health awareness.

If elected, Shir would work towards finding useful sources for students who are stressed with schoolwork or other personal matters. Her ideas include working with the Augustana counsellors to set up helpful workshops to help students cope with stress.

Shir is concerned about the lack of ASA advertising. Shir would increase awareness by making digital posters for upcoming events, using the forum TV's and making announcements in the cafeteria to advertise services.

Emil Yim

Emil Yim is running for Vice President Communications because he feels that students aren't getting the information they need. Yim says that communica-

tion is key to any organization or community.

If elected, Yim wants to make sure that students are informed about what is happening on their campus and that they feel part of a community.

Yim plans to use the connections with clubs, residence and ambassadors he has built up so he can be personal by communicating directly to other people. Yim said that the biggest challenge is to find a medium of communication that works for the majority of people.

Yim would draw on his experience as the general manager of two restaurants to manage committees.

Vice President Finance

Danisha Suchak

Suchak is running for Vice President Finance based on her experience as a Business and Management student and member of the ASA Budget and Finance Committee.

If elected, Suchak wants to improve the financial reporting system between the Student's Union and the ASA. She also wants to help clubs and committees create budgets that help them plan how they can use their resources.

In addition, Suchak wants to streamline the financial reporting in order to ensure consistency

and that the ASA receives funding earlier in the year.

Suchak also wants to work with the Dagligtale to create a budget that allows them to successfully save and have fiscal stability following their independence from the ASA.

Vice President Student Life

Christine Tran

Tran is running for Vice President Student Life to maintain the strong sense of community Augustana creates. Tran plans to create opportunities for each student to be involved and find a place in the community where they feel accepted and supported.

If elected, Tran would host various ASA events and bashes as well as new events such as a country line dancing night and an Augustana amazing race.

Tran wants to support the Camrose community by hosting events such as Toys for Tots, which collects used toys for less fortunate children, or a Toiletries Drive, which would collect unused toiletries for less fortunate families.

Tran also wants to continue to reach out to Augustana's substantial international community and invest time and resources into maintaining cross-cultural education.



U of A to Offer New Mountains 101 MOOC

University partners with Parks Canada on massive open online course that will soon be available to Augustana students.

Melissa Wilk
Staff Writer

Augustana students of any discipline will soon have access to Mountains 101, a new online interdisciplinary mountain studies course with video lessons delivered from valleys and mountain peaks.

To create Mountains 101, the University of Alberta has partnered with Parks Canada and the course is expected to be launched sometime Fall 2016.

This massive open online course (MOOC) can be taken by anyone for free without evaluations, by students from around the world for accreditation and a small fee, or by University of Alberta students for university credit either online or in-class at North Campus.

The course will be offered on Coursera and University of Alberta students will use Bear Tracks to register.

Dr. David Hik, a Biological Sciences professor at the University of Alberta is one of the four developers of the MOOC course.

"Three years ago, we started teaching an interdisciplinary mountain studies course called INTD 280, which was a collaboration between two professors in Physical Education and two professors in Science," said Hik.

"There was a lot of interest in INTD 280. We wanted to reach more people so we thought producing a MOOC was a good idea."

Mountains 101 will be based in part on INTD 280 but also include contributions from external partners such as the Alpine Club of Canada, Parks Canada and Mountain Equipment Co-op.

"The Parks Canada partnership is unique because they provide us with access to filming locations in the parks and additional biologists to contribute to the material in the course," said Hik.

The success of University of Alberta MOOC Dino 101 and other MOOCs, such as Understanding Video Games, has led to the creation of Mountains 101 and three additional Paleon-

ology courses that will be coming soon.

Emma Bailey, a second-year Paleontology student at North Campus, said that she found the Dino 101 MOOC enjoyable and informative.

"I thought the presentation of subject matter in the videos was very well done," said Bailey. "Topics were clearly explained and visual aids like fossils or diagrams were used to help emphasize elements and demonstrate what something looked like."

Bailey said that the course gave frequent quizzes and helpful review for midterms and finals. "The video lessons were relatively short, so it was easier to fit them into a busy schedule".

Mountains 101 is to be taught from an interdisciplinary perspective focusing on the people, history and environment of mountain regions. "I think when people go to the mountains they are interested in all aspects of them," said Hik.

"If you look at any atlas or map of the world, it quickly becomes apparent that mountains are everywhere," said Hik.

"About a quarter of the land surface is covered by mountains, you can find them on every continent and in every climate,"

Hik has been researching mountains for about thirty years and this MOOC has allowed him to work with colleagues in many other faculties including historians, human sociologists, glaciologists and ecologists.

"The team teaching is rewarding and fun," said Hik.

Mountains 101 is supported by the Canadian Mountain Studies Initiative (CMSI). The CMSI is a community at the University of Alberta that is passionate about improving how people understand mountains.

"CMSI is a large community of faculty and students that are interested in mountain studies, research and education. This MOOC became a way for the university to promote its larger interests," said Hik.

More information is available at the course website.

How do you deal with stress?

Daglig TALK



Rachel Burkinshaw-Zelko

I try to maintain my pillars of mental wellness: Exercise, balanced diet, good sleep, support of family and friends, counseling, prescribed medication, and my mental health toolbox which is comprised of cognitive behavioural therapy and mindfulness. I also like to take the big tasks and break them into smaller tasks and work through the little tasks.



Christine Tran

I wrap myself in a king sized duvet like a burrito of sadness and eat anything deep fried dipped in ranch. Or call my mom.



Sarah Monk

Last Sunday I watched movies all day and knitted in my room but that's not what I usually do. Usually just a long walk then back to my room to make some tea. Sleep too, when I am super stressed, I sleep and do crafts because crafts are fun and non-stressful.

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SPORTS

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Luke Ryan provided numerous powerful spin serves in his final game as a Augustana Viking. The Vikings swept the Lakeland Rustlers on Friday, Feb. 19 and Saturday, Feb. 20.



Augustana Viking Riley Wallace (#18) assisted by Spencer Marion (#15) looking to get past NAIT Ooks defence to get to the net during the game on Feb. 13. The game ended in a 50-76 loss for the Vikings.



Shea Jose made this three pointer to put the Vikings up one with 30 seconds to go during the Vikings game against Concordia on Feb. 19. The Vikings won a nail biter 61-60.



Alanna Fahlman was bombarded by her teammates as she finished her final home game as a Viking on Feb. 10. She was also the player of the game for the Vikings. The Vikings won against Lakeland 7-2.

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The Augustana men's curling team was successful at regionals and will be heading to provincials in first place.

Upcoming Home Games

February 27

Hockey

Vikings vs. Red Deer
7:30 p.m.
EnCana Arena

End of Regular Season
Check the Vikings website or the Vikings Village app for playoff schedules.

Men's Curling Qualifies for Provincials

Vikings top the standings heading into provincials Feb. 26 to 28.

Amielle Christopherson
Camrose Canadian

An impressive five zero record during the winter regionals at Concordia in January means that the Augustana Vikings men's curling team will be heading to provincials Feb. 26 to 28 at the top of the standings.

"We wanted to go in and get as many as we could so we could guarantee our place in provincials," said fourth-year Benjamin Bates. "We started off the weekend with the two wins we needed to move on guaranteed and then from there it was a lot of fun and we just kept going."

The last game of regionals was the decision maker as to who would leave in first place: either the Lakeland Rustlers or the Vikings. Both teams were tied at 7-2, with the winner heading to provincials in first.

Coach Roger Galenza complimented the team on their fo-

cus and patience, saying, "They felt confident going into the winter regionals. They had it on their mind that this was their goal and nothing was going to stop them. They set themselves up and it was fantastic."

For Bates and teammate Ben Schroeder, this will be the fourth time the team has qualified for provincials, with the team making it to nationals last season, a factor Galenza considers important in the team's success this season.

"It's like anything else, if you've done it before and come up on the short end, you figure out why you missed and what it takes to be there," he said, noting that last year's nationals saw the team win against teams from the east but struggle against teams from within the ACAC. "They beat all three teams from the east and two of them ended up getting gold and silver. So they were

there but they just couldn't get past the west."

While heading to provincials with the lead is a confidence booster, Bates was quick to point out that anything can happen during a tournament and each team will be there because they've proved they can win.

"We're confident, we know that we can beat them."

"We're confident, we know that we can beat them, but I think the key here is go in understanding that they're going to do everything that they can to beat us and we have to do the same," he said. "First place doesn't matter now that we've left Avonair (Curling Club). It's reset and everyone plays everyone again and we have to win those games."

Galenza also stated that "anything can happen" but added that "we have a very good chance of

getting to nationals...which was another one of the long range goals that we had at the start of the season."

The women's team just missed heading to provincials during the winter regionals, finishing off in fifth place after losing to the Lakeland Rustlers in the provincial qualifying decider.

"It's disappointing that they're not there as well but I'm very proud of them as well. They curled very well," said Galenza. "They're second year students. And because we are hosting nationals next year, the girls will be in good shape."

The men's team, comprised of Bates, Schroeder and teammates Andrew Klassen, Chris McGillis and Colton Simard, will be heading to Edmonton Feb. 26 to play against the Lakeland Rustlers, Red Deer Kings and NAIT Oaks.



Students Question Removal of Café Tip Jar.

Support staff have tip jar removed from café counter to reduce pressure on students to tip.

Continued from page 1

tip jar was made by Lilas Bielopotocky and several other support staff members. Support staff members felt uncomfortable about the presentation of the tip jar at the café and decided to remove it.

Their reason, which the support staff described as "a faculty decision and not a story," was that they did not want the Café to appear as if patrons are expected to tip.

"Cash flow may be hard for students, so we decided to remove the tip jar so students don't feel obligated to tip," said Bielopotocky.

Troy Burnett, Augustana's human resources manager, said that Augustana is a public institution and has different practices

Their reason, which the support staff described as "a faculty decision and not a story," was that they did not want the Café to appear as if patrons are expected to tip.

than a private enterprise. "The students working at the Café are University of Alberta employees and compensated through a collective agreement," said Burnett. However, there is still a tip

jar at the Café located underneath the counter. Both Monica Andersson, the Café supervisor, and Bielopotocky insist that students are still free to tip the staff.

"Students have been asking for the tip jar," said Andersson. "I feel bad for not having it because it's a positive [encouragement] for the student workers."

"To me, it's a lot more awkward to tip [now that the tip jar has been moved]," said Jessie Veronely, who works at the Café. "Instead of a customer giving whatever change was left over from their bill, they now have to ask about tipping."

The support staff involved in the decision declined to be interviewed for this article.

IN PHOTOS



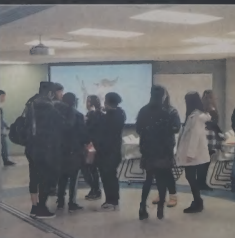
The cast of Footloose is getting ready for their March 9 opening night.



Footloose cast members posed for photos Feb. 22. Opening night for the Augustana production is March 9.



Environmental, Religion and Ecology classes took to the forum Feb. 10 to raise awareness for waste on campus with a waste sort. Students went through campus waste to reduce the impact on local landfills.



Augustana students brought in the Chinese New Year with food, dancing, and karaoke on Feb. 8.

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Augustana to Host Peace Convergence Conference

Conference will explore education as the force that shapes society, politics and the economy.

Emily McIlroy
Senior Staff Writer

Indigenous, immigrant and settler stories; faculty; and students and community members are coming together for a participatory community dialogue about how we can better our world on the prairies.

On Feb. 27, Augustana is hosting the Peace Convergence Conference. The organizers hope is that together we have the tools to reconcile society. The organizers believe the community needs to converge and share what everyone has to offer.

"We have been outsourcing to our institutions, to systems and structures to provide for our needs," said Carmelle Mohr, one of the conference organizers. "Can we dare to believe that it might actually be possible if we just work together?"

The conference's subtitle is "a transformative education for all people, lands and relations." The conversations will revolve around a large definition of education as the force that shapes our society, shapes our politics, and the economy.

"It's said that dominant education is at direct odds with the goals of sustainability, peace and justice," said Mohr.

Mohr suggests that education is a powerful force that leads us into all our ways of living. Society can choose to take advantage of that and reconcile our society through the education system.

"Education could create structures, societies and ultimately a culture that is restorative," said Mohr.

"Education could create structures, societies and ultimately a culture that is restorative."

One of the aims of the conference is to confront our realities as a first step towards change, and to create a discussion as to how Albertans can live in harmony with the land and one another.

"I would love to see some stereotypes transcended," said Mohr.

The conference opens the conversation as to how Albertans can live and work as a unified community on Alberta's prairies in Treaty Six territory.

"Success is when people choose to work together," said Mohr. "When we recognize people's needs and peoples' gifts."

"Enduring change is not made through the numbers of people, but through a quality of relationship between unlikely people," said John Paul Lederach,

a professor at the University of Notre Dame.

Living through occupation will be another topic of discussion. Participants will try to envision a world where everyone's needs are provided for and everyone lives vocationally through their careers.

The question, said Mohr, is "what would you do if economics weren't an issue? What makes you come alive?"

This public square offers a chance to connect the wants and needs of Albertans and to foster relations that assist in being able to live vocationally: To have an education system that empowers people and leads to sustainable careers.

The conference is aimed to congregate all peoples, and, in particular, to hear the voices of the people living on society's margins.

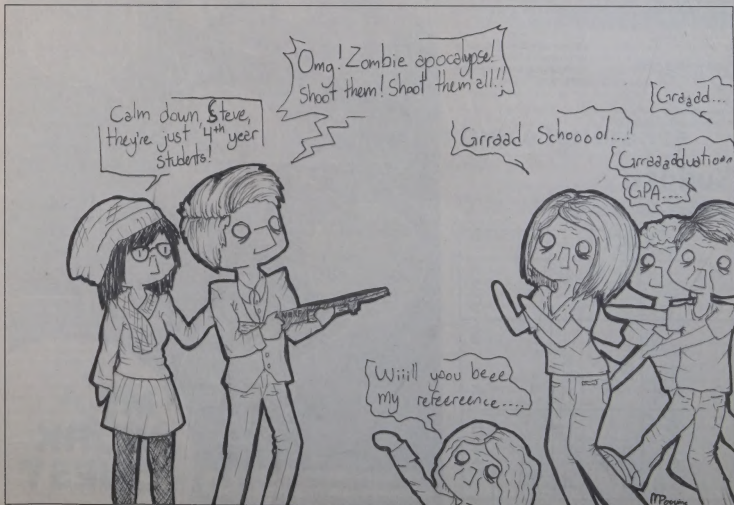
"All are welcome, all are needed." The conference is about hearing all the stories of the community and to involve all stakeholders.

"Those at the margins will be at the very centre of our conversation. They are knowledge keepers of what it means to be in a right relationship with the land and one another," said Mohr.



The Walking Fourth-Years

By Mikaila Perrino.



UPCOMING EVENTS

Thursday February 25

Course Selection Advisement

8:30 a.m. - 3 p.m.
Augustana Forum

My Fair Lady

7:30 p.m.
Loughheed Performing Arts Centre
Tickets: Adults \$33.50, Students \$25

Friday February 26

My Fair Lady

7:30 p.m.
Loughheed Performing Arts Centre
Tickets: Adults \$33.50, Students \$25

Saturday February 27

Dr. Jacques Després Presents

Piano Masterclass
1-3 p.m.
Faith & Life Chapel

Prairie Peace Convergence Conference

1-6 p.m.
Augustana Campus

Long Afternoon Against Procrastination

1-5:30 p.m.
Wahkoitowin Lodge

My Fair Lady

1:30 p.m., 7:30 p.m.
Loughheed Performing Arts Centre
Tickets: Adults \$33.50, Students \$25

Sunday February 28

My Fair Lady

1:30 p.m.
Loughheed Performing Arts Centre
Tickets: Adults \$33.50, Students \$25

Mannskor and A Joyful Noise, in Concert!

3 p.m.
Faith & Life Chapel
Tickets: Adults \$20, Students, Seniors & Children \$15

Sunday February 29

Theme Faculty Colloquium

Noon
Augustana Chapel

Tuesday March 1

Lunch & Learn:

Pretending to Learn
Noon
Roger Epp Conference Room
Free Event
\$5 Lunch Available
To reserve, please email
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call 780-679-1626

Wednesday March 2

ASA Election Voting
Augustana Forum
Voting open for the 2016/17
ASA Candidates

Theology of Inculturation
of the Faith and the
Oblate-Aboriginal
Encounter in Alberta
Noon-1:30 p.m.
Ronning House
Augustana Campus

Ballet Jörgen -

Sleeping Beauty
7:30 p.m.
Loughheed Performing Arts Centre
Tickets: Adults: \$48
Students & Seniors: \$44

Thursday March 3

ASA Election Voting
Augustana Forum
Voting open for the 2016/17
ASA Candidates

Saturday March 5

Cultivating the Arts Gala Event
7 p.m. Reception
8 p.m. Performance
Loughheed Performing Arts Centre
Performance by Clique Mechanics
Tickets: \$100

Sunday March 6

Camrose & District

Community Band in Concert
2 p.m.
Loughheed Performing Arts Centre
Admission by donation

Thursday March 8

A Many Mottled Beast:
Religion, Media and
the Public Square
7-8:30 p.m.
Roger Epp Conference Room

Wednesday March 9

Footloose
7 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission, \$10/students

Thursday March 10

Footloose
7 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission, \$10/students

Friday March 11

Footloose

7 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission \$10/students

Suddenly Mommy

8:00 p.m.
Loughheed Performing Arts Centre
Tickets: Adults: \$24
Students: \$22

Saturday March 12

Augustana Student
Vocal Arts Festival
1:15 p.m., 3:30 p.m., 7:00 p.m.
Faith & Life Chapel
Deanna Robillard
performs at 1:15 p.m.
Casper Seely performs at 3:30 p.m.
Bailey Kuhn performs at 7:00 p.m.

Footloose

7 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission \$10/students

Andy & Tina's Dance FX

Wetaskiwin Presents
Spring Showcase 2016
8 p.m.
Loughheed Performing Arts Centre
Tickets: \$25

Sunday March 13

Studio Recital in

Piano and Organ
2 p.m.
Faith & Life Chapel


Footloose

2 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission, \$10/students

Wednesday March 16

Footloose

7 p.m.
Augustana Theatre Centre
Tickets: \$20/general
admission, \$10/students



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Sudoku

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9		4			2		6	
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	8	9		4	7			



Downtown Camrose

Alive at the centre

**Welcome Back! It's the final stretch to the year's end.
Remember, Downtown Camrose is just a walk away.**

Mani Mitchel Shares Intersex Story

Advocate for intersex and non-binary people shares story as intersex person with students and community.

Amielle Christopherson
Camrose Canadian

After more than five years of taking part in Augustana's Human Library over Skype, Mani Mitchell was finally able to attend the program in person Feb. 8 and 9 to speak to Augustana students and Camrose residents about life as an intersex person.

In Mitchell's words, "A person who is born intersex has a 'medical condition.' It's a naturally occurring event. There are over 30 different 'medical conditions.' The cause of origin is that something has gone differently in the development of the child, whether it's hormonal, chromosomal, genetic. There's a wide range of cause of origins and mostly this is visible in the person's genitalia, though not always."

Over the years, Mitchell has found the experience of being an Augustana Human Library "book" to be a varied one, depending on

who shows up for the evening.

"I think every book that we've done has been different. People have picked up on different things," said Mitchell. "I am a rural person, I grew up in a small country area, and I think there's a similarity here so people are really interested in me. How was it coming out? What did my parents think? What did my brothers and sisters think? What did my relations think? So the kinds of questions someone might have, 'What would it be like if we had an intersex person here?'"

Born in New Zealand, it wasn't until Mitchell's mother passed away that they learned about what all the trips to the doctor as a child had been about and started putting the puzzle pieces together.

"I didn't even know that I was an intersex child. I knew that I had to go see doctors a lot, I knew that you could never talk about what went on," said

Mitchell of childhood. "I thought it was terrible and very shameful that you must never talk about. I didn't find out my story until I was nearly 40."

Since then, Mitchell has become an advocate for intersex and non-binary people, speaking about what their experience has been in an effort to change how people perceive gender.

"I am a trained teacher, so I thought, 'I can't change my past but I can be involved in changing the future.' I inherited from my dad a silly sense of humour and it's been very useful."

While there are some people who have not been open to the shift in thinking about gender, Mitchell has noticed that the young people who attend Mitchell's talks have become very knowledgeable.

"Young people around the world are so much more informed, curious, and knowledgeable about gender and sexual-



Photo: Lisa Vaughan-Farrell

ity diversity, and that includes knowledge about intersex things," Mitchell said, adding, "I think we're in a period, an exciting time, of social history, where this very

limited idea of what it means to be a person is really being torn apart and explored and I think in a very healthy way."

Opinion: Education Needs to Embrace Ignorance

Education fails to embrace the ignorance that is inherent to being human.

Lisa Vaughan-Farrell
Contributor

Our education system's common mantra is that ignorance is the detriment of society. Yet it is not ignorance that we need to quell, it is pride. Our ignorance needs to be embraced.

The education system is not inspiring us to crawl out of our comfort zones or stretch the limits of our mind's capability. Rather, our education encourages us to become close-minded by failing to embrace the ignorance that is inherent to being human.

At the core of education, there seems to be a yearning to put an end to all forms of unawareness by obtaining information. But when we define historic occurrences, or categorize people into concrete definitions, we limit ourselves to that one point of view.

When we believe we can obtain all the knowledge that exists,

and believe that we can know all there is to know, we develop a dangerous sense of pride. And with pride, we place ourselves on pedestals that leave no room for the opinions and perspectives of others.

When we believe there isn't more to be learned, we consequently make assumptions about things we don't actually know. These assumptions develop prejudices that infiltrate and poison our learning.

We cannot know others unless we have experienced what they have experienced, seen what they have seen. This ignorance is inherent because we are all born into different circumstances, and live through different experiences. We are ignorant to the perspectives we don't live.

However, our inherent igno-

rance is different from willful ignorance. The inherent ignorance we are born with needs to be embraced, as when it is embraced it forces us to be humble. And it's with humility that we become less susceptible to the dangerous prejudices, biases and resentments that form willful ignorance. Humility is the acceptance that we cannot know everything, that we are ignorant.

Our education encourages us to become close-minded by failing to embrace the ignorance that is inherent to being human.

Humility allows us to genuinely listen to others, pride does not. Pride originates from the confined education that in turn comes from learning out of a

textbook, only being taught by a professor, and accepting that that is all there is. There is so much more to learn beyond the textbook and the classroom.

However, when we are free to question and contemplate that which cannot be proven or disproven with humility, we can find wisdom. We can find wisdom that cannot be learned through the conventional classroom setting: the professor standing at the front of the class, controlling the learning to all who sit in the desks.

If we are prideful in our opinions, we do more harm when we express them. Yet when we are open to listening to the opinions of others without judgment, we learn from our fellow peers. The best type of learning is when everyone is able to speak freely and without fear of humiliation or rejection from fellow class mates or their professors.

Education cannot remove

our naturally born ignorance, but it can potentially teach us the humility of understanding our limitations. Ignorance should not be prosecuted; it should be the main focus of our learning.

Education does not constitute wisdom, especially when it is not open to the unfamiliar or to mystery. That which cannot be nearly proven, or backed up by reason and logic, is not prevalent in conventional education. The classroom settings we learn in are very similar to the material we are being taught. They both are enclosed and confined, with minimal view of the world outside.

Our education can be uplifting, when it aims to be conversations held in mini forums - places of public, open discussion. Opening ourselves up to learning from others allows us to gain the perspective we need to rid ourselves of pride.

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Social Media Site Gaining Popularity With Students

New social media site created by University of Alberta students and alumni used by over 20,000 students.

Melissa Wilk
Staff Writer

Last May, six University of Alberta students and alumni from the Faculty of Business and Department of Computing Science teamed up to create "Chitter," a new form of social media designed specifically for university students.

Chitter is a way for students to meet other students, connect with each other, and have a safe space to share thoughts and ideas. Approximately 20,000 students are using this new version of social media.

Two founders of Chitter, Sabby Choudhary, a U of A Chemical Engineering graduate, and Kyle Kaiser, a U of A business student said that Chitter is meant to bring people together in a "really fun" way.

"The app connects to Facebook and requires a university email address, so only students can join.

"We wanted to create something that would allow people to actually connect with others at their school - Facebook and SnapChat are designed to help

you connect with people you already know," said Choudhary.

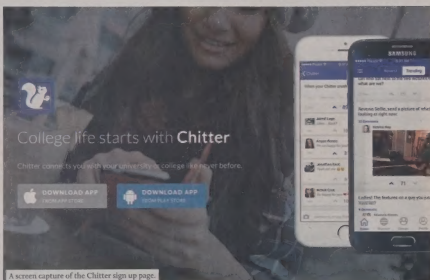
"Chitter is about being in a positive community," said Kaiser.

There is an element of anonymity to Chitter, but it isn't meant to be a confession app. Posts are fully anonymous where-as comments are not.

"It's easier to put yourself out there when you're anonymous. A lot of people view anonymity in a negative way," said Kaiser. "We wanted to make anonymity a positive thing by allowing shy people to meet each other in a less intimidating way."

Chitter is being used by students at universities all over Western Canada including the University of British Columbia, Grant MacEwan, Mount Royal, Simon Fraser, and NAIT.

Choudhary said that Chitter tries to stay away from being called a confession app because confession apps generally have more negative content. "Chitter isn't trying to get people to share their deepest darkest secrets."



A screen capture of the Chitter sign up page.

Students can meet through commenting and interacting on different walls.

"Help and Advice," "Missed Connections" and "Tinder Horrors" are some examples of different walls students can post on. There is also a "Augustana Campus" wall, however, there are few students who use it.

Students can up-vote posts that they like, or down-vote posts they don't like. Obscene or off-

ensive posts are avoided through a community monitoring system - if a post gets 5 down-votes, it is automatically removed.

"There's a lot of social media out there - people already have SnapChat, Facebook, Twitter, Instagram and Tumblr," said Choudhary. "A lot of people say Chitter is just another social media and I tell them to just try it. The feedback has always been really positive."

"We are continuously working on taking feedback to make Chitter an amazing experience for all students," said Kaiser.

Chitter is being used by students at universities all over Western Canada including the University of British Columbia, Grant MacEwan, Mount Royal, Simon Fraser, and NAIT.

To find out more or download the app, go to trychitter.com.

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